

Childminder report

Inspection date: 12 March 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

The childminder has made the required improvements to ensure the safety of the children attending. Sleeping children are consistently within sight and hearing, and children are safely seated while eating to reduce the risks of choking and cross infection. The childminder routinely checks the premises indoors and outdoors to ensure that all areas of her home are safe for children to play. Children enjoy attending and feel safe and secure in the care of the childminder and staff. They have built close relationships with the childminder and staff, who are warm and nurturing towards them. Children are keen to share with them the flower shapes they make during an activity with play dough. The childminder listens attentively and gives lots of praise and encouragement in response to them. Children are proud of their achievements, which helps to raise their self-esteem. This helps children to feel safe and secure in their care.

In general, children show positive behaviours. They respond well to the childminder's reminders to be kind to their friends. They know the routines in the setting well, such as handwashing before mealtimes. Children begin to manage these self-help tasks for themselves. Children gain a range of experiences while they attend. This helps to prepare children for their next stages of learning and the eventual move on to school.

What does the early years setting do well and what does it need to do better?

- The childminder and staff have completed training to help further their understanding and effectively implement the curriculum for children's learning. They use their observations and information gathered from parents when children first start to help them to find out what children know and can do.
- The childminder uses her knowledge of child development to decide what children are ready to learn next, and she makes plans for this learning through a range of exciting activities and interesting experiences. However, she has relied upon online system-generated 'next steps' in development, which do not align with children's current learning needs as effectively. That said, children do receive consistent, quality interactions from the childminder and staff, which helps them gain the knowledge and skills they need to make progress.
- The childminder promotes communication and language well. For example, she models correct speech and two-way conversation, giving ample time for children to think and respond with their ideas. Children enjoy listening to stories and contributing to discussions. The childminder adapts her teaching to children's different levels of learning to ensure that they are all included. Older babies point to the pictures they know, while older children make attempts to say the words correctly.
- Children become increasingly independent. For example, older babies feed

themselves at lunchtime, while toddlers learn to use appropriate cutlery. All children climb steps to reach the sink to wash their hands successfully before and after eating. This contributes to their understanding of how to keep themselves healthy.

- Children have fun while they develop their physical skills. For example, older babies learn how to safely climb the steps on the slide and turn their bodies to slide down, while older children manage the steps themselves. Children develop increasing hand-eye coordination in various ways, such as filling and emptying containers while playing in the sand or practising their skills to hit a small ball with a golf club. They grin when the childminder cheers at their success.
- Children respond well to the improved strategies that the childminder has developed to support children's behaviour. For instance, children listen as the childminder explains why they must not hurt their friends. The childminder then diverts children's attention towards positive play and behaviours. However, there is scope to build on these strategies to help children learn about their emotions and begin to regulate their behaviour themselves.
- The childminder has made use of the support available to her since the last inspection. She has taken steps to increase her and staff's knowledge and skills through training and other professional development opportunities. This has impacted positively on the provision for children. Children show high levels of interest and engagement during the activities. They are keen to share what they know. For example, they recall and talk about the flowers they had looked at during a walk the day before.
- Parents are happy with the childminder and staff. They speak highly of the care provided to their children. Parents particularly comment on how well their children progress and how happy they are while they attend.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- consistently use the knowledge gained through observations and assessment of each child's learning to decide what they are ready to learn next, building on what they already know and can do
- build further on the strategies used to support children's behaviour to help them learn about their emotions and begin to regulate their behaviour themselves.

Setting details

Unique reference number	EY152980
Local authority	Staffordshire
Inspection number	10375190
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 10
Total number of places	12
Number of children on roll	21
Date of previous inspection	25 October 2024

Information about this early years setting

The childminder registered in 2002 and lives in Amington, Tamworth. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays, family holidays and a week at Christmas. The childminder receives funding to provide free early years education for any eligible child. She works with an assistant.

Information about this inspection

Inspector
Suzanne Taylor

Inspection activities

- The childminder showed the inspector all areas of the premises that are used for childminding and discussed how she ensures that they are safe and suitable for children to attend.
- The inspector observed the quality of teaching throughout the inspection and considered the impact this has on children's learning. A joint evaluation of the quality of teaching during an activity took place between the childminder and the inspector.
- The inspector took account of parents' views of the setting from the written information provided.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector held discussions with the childminder to find out how the setting was organised. The inspector reviewed relevant documentation, including evidence of the suitability of staff working in the setting.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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